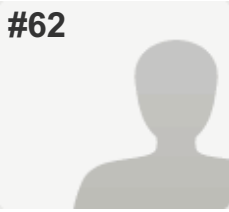


#62

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Friday, June 24, 2016 10:52:30 AM**Last Modified:** Monday, June 27, 2016 3:27:46 PM**Time Spent:** Over a day**IP Address:** 205.221.92.9

## PAGE 2

<b>Q1: Name of School District:</b>	Winterset Community School District
<b>Q2: Name of Superintendent</b>	Susie Meade
<b>Q3: Person Completing this Report</b>	Gina Robinson

## PAGE 3

<b>Q4: 1a. Local TLC Goal</b>	<i>Respondent skipped this question</i>
<b>Q5: 1b. To what extent has this goal been met?</b>	<i>Respondent skipped this question</i>
<b>Q6: 1c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)</b>	<i>Respondent skipped this question</i>
<b>Q7: 2a. Local TLC Goal</b> Expect all to collaborate.	
<b>Q8: 2b. To what extent has this goal been met?</b> (no label)	Mostly Met

**Q9: 2c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

Winterset has set a goal of expecting all teachers to collaborate. Winterset has been committed to the PLC journey for 4 years. A plan has been developed to engage all teachers in the collaborative process with building teams, department team's/content area teams/grade level teams 100% of the time each late start Wednesday. While our K-8 teams have the good fortune to meet daily, our 9-12 teams meet at least bi-monthly. The PLC teams have been working on the five BIG questions of: What do we want all students to know and be able to do? How will we instruct? How will we know that the students are learning? How will we respond when the students are not learning? How will we respond when students already know what we intend to teach?

Each year 20% of our faculty along with our Teacher Leaders and Administrators have gone to the institute which results in over 60% being trained in collaboration. As a result, The PLC teams are making the switch from planning together to studying at student work and assessments. August 2016, Winterset will be bringing a PLC Hybrid Institute to the teachers so everyone can hear the same message and be trained in collaboration

We are beginning to see more effective collaboration among our Special Education Teachers and the classroom teachers they work with. We have increased the numbers of co-teaching pairs from fifteen during the 14-15 school year to eighteen during the 15-16 school year.

The goal of expecting all to collaborate is measured by:

- PLC agendas and logs
- Co-teaching planning, implementation, observation, feedback and reflection
- Administrator walkthroughs of PLCs and classrooms
- Teacher surveys of TLC implementation

**Q10: 3a. Local TLC Goal**

*Respondent skipped this question*

**Q11: 3b. To what extent has this goal been met?**

*Respondent skipped this question*

**Q12: 3c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

*Respondent skipped this question*

**Q13: 4a. Local TLC Goal**

Adopt and practice a mindset of beliefs based on improving and accelerating student achievement for all.

**Q14: 4b. To what extent has this goal been met?**

(no label)

Mostly Met

**Q15: 4c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

Based on the information gathered in 2015 for the Iowa Department of Education and used to create the Iowa School Report Card, Winterset's four buildings are in the top 51% of the state:

- Winterset Elementary is Acceptable
- Winterset Middle School is High-Performing
- Winterset Jr. High is Commendable
- Winterset High School is Commendable

Winterset Jr. High and Sr. High have begun and will continue to implement an MTSS system of support that will strategically place all students each week in whatever they need based on academic progress or interest. Teachers will support this student choice by first considering what students are missing in the core classes. This change has been based upon learning from an RTI Institute for Secondary Schools with Mike Mattos. With support of our instructional coaches, who also attended the training, the secondary teachers have started a first draft of their essential standards for their courses. These will help the teachers answer the BIG 5 questions with their courses.

Winterset Elementary and Middle School have been focusing on Literacy and Math in particular and how we can better implement small groups to target students' learning needs, and thus improve student achievement. The instructional coaches have been instrumental in designing and facilitating professional development that directly address MTSS and effective small group instruction. Through their collaborative efforts, they are able to prepare and monitor a K-12 instructional emphasis that meets building, as well as district needs.

We have continued the study of the Gradual Release of Responsibility with our AEA partners. The buildings studied and implemented Productive Group Work How to Engage Students, Build Teamwork, and Promote Understanding by Fisher and Frey.

Short and long-term measures include

- Universal screening and progress monitoring data
- Classroom formative and summative assessments
- Iowa Assessment, including meeting expected growth
- MTSS student data: academic and behavioral
- Special Educational and Title I enrollment data
- Concurrent enrollment data

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**PAGE 4: Put any goals you wish to report on, but do not directly align with state TLC goals, on this page.**

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**Q16: 5a. Local TLC Goal**

Replicate excellence in every classroom.

**Q17: 5b. To what extent has this goal been met?**

(no label)

Mostly Met

**Q18: 5c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

To replicate excellence in every classroom, Winterset Instructional Coaches are not only modeling, co-teaching, for all staff, they are also specifically working with Model Mentor Teachers to plan lessons, observe implementation, provide descriptive feedback, and serve as a reflection partner.

During the 2015-16 school year the Instructional Coaches participated in professional development with literacy specialist, Emily Calhoun. Professional development involving 15 days of workshop training and three days of workplace feedback has centered on Disciplinary Literacy with the use of Explicit Strategy Instruction, Content Area Read Alouds and Think Alouds. The instructional coaches modeled their lessons in partner-classrooms. We will continue this learning in 2016-17 and enhance it by adding a classroom teacher as a literacy-learning partner. These classrooms will serve as a learning laboratory where partners will design and implement high quality literacy as a model to be replicated by fellow teachers.

Since implementing the TLC program we have established a voluntary survey with the staff. That is given in the fall and

## Impact of TLC Plan - 2015-2016

spring of each school year. During the Fall of 2014 the number of respondents to the survey was 117, the number responding in the Spring of 2016 was 114. We ask the same questions to give us data we can compare over the years.

We have asked on each survey, "I have used an Instructional Coach during the (-----) school year." The answer choices are Yes, No, or Not Yet.

Fall 2014  
Spring 2016  
Yes  
71.8%,  
86%,  
No  
9.4%,  
13.2%,  
Not Yet  
19.7%  
1.8%

The table shows that in two years of the TLC grant, we have seen a growth of over 15% percent of teachers who self-report they have voluntarily used an instructional coach.

We also asked on each survey, I have used an Instructional Coach for: (Each respondent could choose more than one item)

Fall 2014  
Spring 2016  
Modeling  
19=23.2%  
35=30.7%  
Co-teaching  
2=2.4%  
16=14%  
PLC meetings  
26=31.7%  
32=28.1%  
Planning/preparing  
57=69.5%  
67=58.8%  
Problem solving  
58=70.7%  
68=59.6%  
Other  
15=18.3%  
25=21.9%

This table indicates that our growth in instructional coaching has been in modeling (+7%) and co-teaching (+12%). This growth confirms the District's emphasis on replicating excellence in every classroom (modeling and improving and accelerating student achievement (co-teaching). While the data indicates a drop in using coaches for PLC meetings, planning and preparing, and problem solving, this drop may be attributed to the PLC training over 60% of the faculty have received. This training has led to highly functioning, more effective PLC teams that do not need as much coaching support, as well as increased teacher leadership capacity of many faculty members.

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### Q19: 6a. Local TLC Goal

Define standards of excellence for teaching and learning within Winterset Community School District

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### Q20: 6b. To what extent has this goal been met?

(no label)

Mostly Met

**Q21: 6c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

The Winterset District has established standards and instructional framework that all teachers are expected to implement. The first Strategic Direction of the District's Strategic Plan, adapted by the Board of Education June 13, 2015 is Implement consistent classroom practices leading to increased college and career readiness." All that we develop and implement is tied to the District's standard for excellence in teaching and learning. These standards are:

- Gradual Release of Responsibility Framework
  - o Learning targets
  - o Active engagement
  - o Collaborative learning
  - o Formative assessments to inform instruction
  - o Differentiated instruction
- MTSS
  - o Essential standards
  - o Small group and individual learning supports
  - o Whatever I Need (WIN) targeted instruction during additional time
- Iowa Core Standards
  - o Increased rigor and grade-level expectations
  - o Instructional shifts inherent in the standards
- Professional Learning Communities
  - o Attention to the five big questions
  - o Focused on student learning, collaboration and results

In the last three years, we have undergone curriculum review of English Language Arts, Math, Science, Guidance, P.E./Health, Foreign Language, and Technology Skills. The expectations listed above were fully addressed in these reviews.

To further support the District's implementation of the Teacher Leadership Program, the Teacher Quality Committee has developed a Professional Growth Model that will support the District's goals of improving and accelerating student achievement and replicating excellence in every classroom. This Professional Growth Model is based upon the belief that when teachers receive both adequate and appropriate support through the Teacher Leadership Program they are capable of meeting the District's standards of excellence.

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**PAGE 5**

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**Q22: 7. Based on the results of you data analysis, what adjustments might you consider TLC implementation. (Please note this is not an official plan change). If you would like more information on how to submit an official plan change please use this link or contact Becky Slater.**

We will be submitting changes to our plan this summer.

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**Q23: 8. Please share anecdotal evidence/stories that demonstrate how the implementation of TLC has impacted your district.**

\*\*Working with a coach gave me confidence to use more formative assessments in my classroom. The students enjoy learning better and I have seen improvement in their scores.

\*\*Teachers are becoming more open to allowing coaches and other teachers into their room.

\*\*MMTs have been used to help change the culture of the school along with the BLT.

\*\*Our PLC has worked very hard to switch WIN groups based on specific reading skills every 3 weeks to fill in the gaps of students reading comprehension/word calling/or fluency. Without the work of our PLC there would be no way that this would be possible to achieve. This has carried over into math where we as a grade level create a common formative assessment over the skills taught during the week that allows us to group students into ability groups and give students the extra skill specific help that they need.

\*\*Working with a coach gave me confidence to use more formative assessments in my classroom. The students enjoy learning better and I have seen improvement in their scores.

\*\*Teachers are becoming more open to allowing coaches and other teachers into their room.

\*\*It is exciting to watch grade levels work together in their PLC teams doing work for all students. It is evident that teachers are providing differentiated instruction (both enrichment and supplemental support) in order to reach essential standards. We need to continue to work together in order to build trust so we are able to have those more critical/fierce conversations with colleagues about data. It is amazing to see leadership in the building coming from the teachers....and those leaders don't always have to be the MMT's, etc. We are becoming more focused with our work and knowing "where we're going" using the common core. I'm proud to be a part of the WCSD. Go Huskies!

\*\*There is always someone to go to if I need help/assistance with a specific student or a specific lesson. The coaches are very approachable and always willing to make time and help out.

\*\*With teachers who utilize the system, it is a pretty common theme that we don't want to go back to how it was. We feel very supported from the TLC crew, and value the opportunities that we are able to do because of their help and support.

\*\*I know that for myself, having the option of working with a coach (a very knowledgeable and great person to work with), has made it make me want to stick around longer because I know my teaching will improve the more I work with her. I've never felt threatened or attacked by her and she truly is just there for support. As a mentor, I know my mentee (sp?) has used the coach regularly all year long, and it has made her more confident and comfortable in her teaching. She hasn't hit that point of frustration where she wants to quit because she has such a strong support under her.

\*\*I have had teachers say they have never been in a situation where they have felt more supported. I feel this is a testament to all we have to offer. If a teacher does not feel supported, they have had to WORK to NOT be supported.

\*\*The support for our new teachers is not something I have ever experienced before. The mentors and the coaching support is a gift to our new staff members. We have a new teacher, who came to us with multiple years of experience. At the beginning of the year she felt lost, and overwhelmed with our expectations of the implementation of active engagement, gradual release, and accountable talk. Recently this teacher shared how much she had learned about teaching and learning in her first year at Winterset. This teachers gives credit to the coaches for her growth as a teacher.

\*\*Having a coach available for PLC's and for individual teachers has been an amazing thing for our instruction and helping students grow.

\*\*I have seen a growth in my management skills by working with my building principal and instructional coaches.

\*\*I have been able to observe different teachers and learn from them in their natural setting. \*\*I have taken these ideas and incorporated them into my own classroom improving my instruction.

## Impact of TLC Plan - 2015-2016

**Q24: Please check each of the following boxes, indicating your agreement to continue to meet these requirements:**

Minimum Salary – The school district will have a minimum salary of \$33,500 for all full-time teachers.

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Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.

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Teacher Leader Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.

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Teacher Compensation – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.

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Applicability – The framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.